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ABSTRACT

Information is provided on Vocational Appraisal for the Handicapped, a system for the identification and selection of handicapped students who can most benefit from vocational education for handicapped programs. (Career investigation for handicapped persons is offered for seventh and eigth graders; vocational education for the handicapped persons is offered for ninth, tenth, and eleventh graders; and the vocational adjustment components--on-the-job-training--is offered to twelfth graders.) The system is described, and its goals and objectives are defined. An overall description is then provided of the activities undertaken by the vocational counselor in helping to plan and develop a program for cooperative vocational-special education teaching, including referral, eligibility, and placement; evaluation; guidance services; and liaison services. Other contents are a summary of the responsibilities of the vocational appraisal counselor and notes from the vocational appraisal counselor's daily log for 1978-79. (Appendixes, amounting to approximately one-half of the document, include a chart summarizing features of checklists and inventories as well as these instruments: Job Readiness Evaluation Check List, Rating Scale for Vocational Performance, Analysis of Job Requirements; Fudell Test of Occupational Readiness, Checklist of Factors Which May be Related to Vocational Handicaps, and Appraisal of Abilities.) (YLB)

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Edinburg Consolidated Independent School District

Vocational Appraisal System for Handicapped Students

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Vocational Appraisal System
for Handicapped Students

I. Description of the System

II. Goals & Objectives

III. Activities involving the Vocational Appraisal Counselor
   A. Referral, Eligibility & Placement of students
   B. Evaluation
   C. Guidance & Counseling
   D. Liason Services

IV. Responsibilities of the Vocational Appraisal Counselor

V. Notes & Observations from Daily Log for '78-'79 year by Vocational Appraisal Counselor.

I. Description of Appraisal System

Vocational Appraisal for the Handicapped is a system which undertakes the identification and selection of handicapped students who can most benefit from vocational education for the Handicapped programs. At present, Edinburg offers Career Investigation for the Handicapped for 7th 8th grade handicapped students, Vocational Education for the Handicapped (Pre-Employment) 9,10,11th grades and Vocational Adjustment Component (on-the-job-training) 12th grade.

This stystem provides comprehensive appraisal of handicapped students' aptitudes, interests and motivation.

It is a system designed to provide guidance and counseling services to a wide range of handicapped students.

Continuous liason with personnel involved in the education of vocational handicapped students is also an integral component of this system.

The vocational counselor provided by this project, involved specifically with providing services to handicapped students is the nucleus of this system. The coordination of all services mentioned above are the responsibility of the vocational appraisal counselor. When this coordination occurs the result is a system or vocational program in which students enter the first phase, which is investigating careers through the next phase, involving awareness and acquisition of skills for jobs, then into training for a

particular job and next placement on the job. Students are carried through junior high years, senior high, on the job and graduation.

II. Goals & Objectives

Goals:

A vocational appraisal system will be developed by May, 1979 which will be 80% effective in identifying students who have the aptitude, interest and motivation to succeed in the V.E.H. pre-employment shops.

The vocational appraisal counselor will provide the V.E.H. program with 60 students annually by encouraging referral through the use of in-service as evidenced by monthly enrollment reports. Eighty percent of the students selected will successfully complete the program and will go to V.A.C. on-the-job training as evidenced by the enrollment and completion records.

Group counseling, individual counseling and career guidance will be provided for 100% of the V.E.H. students so that 80% can successfully complete one year of shop training as evidenced by enrollment and completion records.

Objectives:

Objective #1

A. The vocational appraisal counselor will work with the school principals and counselors to identify students with handicapping conditions.

B. The vocational appraisal counselor will work with special education personnel to determine student eligibility.

C. The vocational appraisal counselor will work with the A.R.D. committee to provide information about students to be admitted reviewed or dismissed.

D. The vocational appraisal counselor will administer interest inventories and aptitude tests within 90 days of entry into V.E.H.

E. The vocational appraisal counselor will select and/or develop local evaluation instruments to measure students abilities, aptitudes & interests.

F. The vocational appraisal counselor will evaluate all information gathered to help determine which V.E.H. programs the student can profit from.

G. The vocational appraisal counselor will work with the Texas Rehabilitation Commission's Evaluation Center personnel to develop or select instruments for public school setting.

H. The vocational appraisal counselor will work with Pan American counseling department to help inform counselor trainees of the techniques used in working with handicapped individuals.

Objective #2

A. The vocational appraisal counselor will work with V.E.H. classes in providing group counseling sessions. These sessions will be designed to help lower the frustration level which is common with handicapped students.
B. Individual counseling will be available to help students with problems.
C. Career guidance will be provided by individual and group methods.

Objective #3

A. Teacher inservice will be held to help vocational and academic instructors better understand and identify students individual differences.
B. The vocational appraisal counselor will hold meetings with the vocational instructors, academic instructors, counselors and A.R.D. committee. These meetings will be designed to help the staff understand and develop methods of working with students.

Objective #4

A. The vocational appraisal counselor will develop a system by the use of appraisal instruments which can be used to diagnose handicapping conditions.
B. The vocational appraisal counselor will help develop shop projects which can be used to measure a students aptitude for vocational training.
C. The vocational appraisal counselor will document the appraisal methods so that these methods can be used in other public school settings.

III. Activities

The section which follows is an overall description of the activities which are undertaken by the vocational counselor in helping to plan and develop a program for cooperative vocational-special education teaching. Each activity or process described is a supportive component of the program. When all activities mesh they form a network in which the counselor's involvement is of utmost importance, and without which it would be very difficult for a school system to develop cooperative vocational-special education programs.

A. Referral, Eligibility & Placement

A student can be referred for placement in V.E.H. Programs by a teacher, counselor, psychologist, principal, parent or any other interested person. Each referral is processed by an A.R.D. Committee and the following criteria must be established:

In Edinburg the following administrative guidelines regarding V.E.H. Programs are followed:

Entrance Criteria-

1. The student must be at least 15 years of age.
2. The student must meet specific eligibility criteria for pupils in special education programs.
3. The student must be recommended by the A.R.D. committee.

4. The student must meet Texas Rehabilitation criteria: pupils possessing functional limitations whether mental or physical which interfere with their ability to obtain, retain or maintain employment.
5. There must be evidence that, through the provisions of rehabilitation services, the disability can be reduced to the point that the pupil can be employed or make employment advancement.
6. Documentation must exist indicating that pupil does not possess ability to graduate through mainstream education.
7. The most severe disabilities should receive highest priority.

Once eligibility is established the following program is available to Edinburg students:

Vocational Education for the Handicapped (V.E.H.)

Objectives of the Program: Vocational education for the handicapped is designed for students with exceptional handicaps who cannot succeed in regular vocational programs. The program includes vocational instruction that provides opportunities for the student to become gainfully employed. It provided students with a vocational curriculum that departs from traditional content and methods of teaching at a level where students can succeed.

Occupational clusters: The following occupational clusters are presently offered at Edinburg High School.

1. General Horticulture cluster-This class includes instruction in greenhouse work, landscaping, garden center work, groundskeeping and nursery work.

2. Construction Trades Cluster - This class is designed to expose students to a wide variety of construction tasks and specialties, including framing, masonry, plumbing, electrical work, foundation work, roofing, finish work and general building maintenance. The course is designed to place students in gainful employment as skilled construction helpers.
3. Home & Community Service Cluster - This class provides experiences aimed at preparing students for work in Foods Service, Clothing Service and Housekeeping or maintenance. It allows students to pursue interests in food preparation and related areas. Clothing service leads to experiences in construction of clothing or cleaning, washing, pressing & dry cleaning. Housekeeping or maintenance includes work such as that involved in cleaning of hotel & motel rooms, schools etc.

Special Education Integrated Class: The integrated class is designed to supplement the Vocational Education for the Handicapped Class. Each student will receive instruction to provide academic readiness, work adjustment treatment/ training and personal/social adjustment training. The integrated program is intended to provide instruction which will lead into the V.A.C. Program where the student is placed on-the-job.

The student will attend the integrated class for a minimum of two class periods per day, will attend one or two classes from the mainstream high school program as recommended by the A.R.D. committee and will attend two periods of Vocational education for the Handicapped classes. The individualized educational program is developed for each individual student by the A.R.D. Committee.

Administrative Guidelines regarding V.A.C. Program & Graduation Requirements.

1. A student must spend a minimum of one year in V.E.H. and be 17 years of age before entrance into V.A.C. program.
2. A student must complete a minimum of three quarters in V.E.H. classes successfully.
3. A student must be recommended by A.R.D. committee as being ready to be placed on O.J.T.
4. The student must have successfully completed the last semester or two quarters of school in full-time employment and should be employed at the time of graduation.
5. The student must be at least as old or older than the peer group with whom he will graduate.
6. The student must be recommended by the A.R.D. Committee, including the Vocational Adjustment Coordinator as having successfully completed the V.A.C. program.

The role of the Vocational Appraisal Counselor in this process is:

a. identification of general and specific vocational interests and goals
b. assessment of vocational assets and significant problems
c. coordination of the transmittal of information concerning each individual student case (Between the student, the home & instructional staff)
d. explanation of the program and its benefits
e. assist in the formulation of an individualized education program for each individual.

B. Evaluation

Evaluation is a continual process; an endeavor to help students uncover their potentialities and limitations and it should serve as the foundation for planning. If evaluation is to serve this function, then all information should be shared with students.

The following is a typical (question & answer type) discussion that is carried on in small group in order to help students understand the use of information derived from Evaluation.

Vocational Evaluation

What is vocational evaluation?

This is a way of helping you find out about yourself, your interests and skills the things you like to do, and those things you do well, find out about jobs and make decisions about things you want to do in the future.

Why should you be evaluated?

This is something we work on together to help you gather information about yourself. This information can help you discover things about yourself that may need to be worked on for change.

What happens during evaluation?

Everything that happens, happens with the help of your counselor, or instructors. During this time you may ask questions. You will be asked questions and different tools or techniques will be used. All the information will be recorded and discussed with you.

You find out things that you are interested in, about your personality, values, habits, attitudes, how well you do things etc.

What will you get from evaluation?

Evaluation helps you with ideas of jobs you can do & helps you set goals for obtaining jobs. How much you get from evaluation is up to you.

The system outlined below is one typically followed in an attempt to gather information which can be most beneficial to the student. It gives an indication of the types of questionnaires, inventories, tests & observation forms which are used.

Vocational Evaluation System

Career Investigation (7th & 8th grades) - at this level, evaluation consists of:

A. Interviews
   1. identifying data
   2. work experience
   3. personality characteristics
   4. current activities, goals & interests
   5. self-report inventory
   6. counselor impressions

B. Observations
   1. Hands-on activities-lab situations manipulative skills? use of tolls? choice of activities?
   2. Self image - grooming? etc.
   3. Social maturation - leadership qualities?
   4. Responsibility - care of tools? equipment? facilities? duties?

C. Appraisal of Abilities (as reported by teachers) communication? academics? concentration? reliability?

D. Occupational Readiness

V.E.H. (9-11th grades) -
at this level evaluation includes:

A. Informal-(Questionnaire or Chat)-purpose to obtain work information-
B. Interest Inventories
C. Performance Aptitude Tests (Manual dexterity, directionality, persistence)
D. Appraisal of Abilities (by teachers)
E. Recommendations

The role of the vocational appraisal counselor in the process of evaluation is:

a. establish an evaluation design
b. identify or predict strengths or weaknesses of individuals
c. communicate evaluation results to decision makers.
d. develop a plan to feed this information to decision makers for development of I.E.P.'s.

Appendix A includes copies of a few of the different instruments which have been used with success. Tests may be used in entirety or in part depending on the type and purpose of information being sought.

C. Guidance Services

1. orientation
2. scheduling
3. follow-up
4. individual counseling
5. group counseling

Orientation to the V.E.H. Program can best be accomplished by joint efforts of the vocational counselor, vocational instructors and special education instructors.

At the beginning of the school year information is provided to students in an attempt to answer the following questions for them:

1. What advantages are offered to you by the V.E.H. Program.
   a. provides an opportunity to determine whether or not you are interested in a particular occupation
   b. provides an opportunity for you to receive vocational training while you are still in school
   c. provides you with some hope of employment after graduation in an area of interest
   d. provides you with some technical information at the time the skills are being acquired
   e. provides you with training in a laboratory or shop.

2. What does the program expect of you? Through employment many needs are met including money to meet physical needs; contact with others, belonging etc, but these benefits are not free. In order to receive them one must perform satisfactorily. The V.E.H. Program expects every student to develop and acquire the necessary skills in the classrooms and laboratories that will equip him with the ability to perform successfully on the job.

3. What happens after V.E.H.? If you have successfully completed 3 quarters of V.E.H. classes and are at least 17 years of age you will be recommended by the A.R.D. committee as being ready for on-the-job training or V.A.C.

4. What happens after V.A.C.? When you have successfully completed at least 2 quarters of school year in full-time employment you will be eligible for recommendation by the A.R.D. Committee for graduation. The people involved in the decision are your teachers, counselors, VAC, principal, and employer.

Parents of students in V.E.H. programs should also be given basic information concerning the program. The vocational appraisal counselor is involved in this function by inviting the parents to school for a conference at which time a full description is given.

They are invited to visit the facilities, meet the instructors and ask questions. If the parents cannot meet at school, a home visit is made and an explanation of the program is given. Sometimes arrangements cannot be made prior to the A.R.D. meeting, at which time explanations are made prior to decisions are reached on placement.

Scheduling for V.E.H. students begins at the A.R.D. meeting. Recommendations are made as to the placement of the student. The set of abilities and needs of the student dictate the I.E.P. that is planned. The vocational appraisal counselor assists the regular grade counselor in scheduling the students to the assigned classes.

The vocational counselor works cooperatively with vocational instructors and special education instructors to insure that the needs of each individual are being met and that the I.E.P. developed for each one are being followed. A weekly staff meeting is held for the purpose of planning, implementing, recording, evaluating and reporting progress. The staff includes the instructor for Career Inv. for the Handicapped Class (7 & 8th grades) Special Education Integrated Class teachers (3) V.E.H. Instructors (3) the V.A.C. and the Vocational Counselor. Other personnel are always welcome and invited as necessary. Part of this meeting time is devoted to reviewing I.E.P.'s. If follow-up is necessary on any case a plan of action is designed. When and if action taken has not cleared the area of concern the vocational appraisal counselor calls an A.R.D. meeting for reviewing the case and suggesting alterations of the I.E.P. The student, the parents and staff are kept informed.

Follow-up often requires the involvement of other agencies such as T.R.C., M.H.M.R., Juvenile Probation, T.E.C., Manpower. The vocational appraisal counselor makes arrangements for meetings between representatives from these agencies, school personnel and parents.

Individual counseling is provided by the vocational counselor.

For those students who enter the program already equipped to cope with many situations, counseling involves the discovery of skills, strengths and personal resources and the use of this information for formulation of future plans. For those poorly-adjusted students counseling involves helping the student to affect changes in his behavior through verbal communication and/or behavior modification techniques.

The vocational appraisal counselor also assists V.E.H. students in acquiring educational and personal-social information in group sessions. Some of the topics are:

a. school and program regulations
b. study habits and skills
c. values of education/training
d. social skills
e. manners
f. personal appearance
g. boy-girl relations
h. family relationships
i. leisure time
j. world of work

D. Liason Services

In reiteration, continuous liason is a must in Vocational Education for the Handicapped Programs. Periodic contacts with personnel making referrals are necessary. Proper referral procedures, complete and accurate information are checked for. Regular staff meetings are absolutely essential as well as meetings with representatives of community agencies and transmittal of information to and from the A.R.D. Committee.

Parents must be kept informed. The services of the instructors and their aides must be coordinated to provide students with the most effective instruction possible. The vocational director, special education director and principals must remain informed. These are the types of services provided by the Vocational Appraisal Counselor.

IV. Responsibilities

In summary, the responsibilities of the vocational appraisal counselor are as follows:

1. assist in developing and maintaining a realistic program designed to meet the individual needs of vocationally handicapped students
2. act as a team leader in designing individual student plans utilizing information and/or services of such persons as parents, school, personnel, rehabilitation counselors, psychologists, social workers, individual students and others
3. assist in developing procedures for evaluation of students' progress towards maximum level of employability
4. coordinate the in-school training program by providing assistance and inservice training to vocational instructors and special education instructors
5. maintain communication with the principal, vocational director, and special education director to assure support
6. assist in proper due process procedures
7. work with the students, students' parents, school officials and other resource persons to develop vocational plans
8. utilize all available community resources
9. maintain individual student files
10. provide guidance & counseling in areas of preparation, progress training & post training planning

V. Notes

The following is a break down of the growth of V.E.H. enrollment for 1978-79 school year.

20 September (Beginning total enrollment)

38 October

49 November

55 December

60 February

60(79-80) May--60 V.E.H.--plus 23 VAC processed by A.R.D. and ready to begin 79-80 school year.

Notes indicate that the vocational appraisal counselor attended more than 400 official A.R.D. meetings during the year, as well as assisting with quarterly reviews (each student is reviewed every 3 months for progress)

Approximately 125-130 home visits were made by the vocational appraisal counselor for various reasons. These were cases in which the parents were unable to come by the school. Some visits were for the purpose of encouraging students to enroll, or for follow-up recommended by the A.R.D. committee, counseling with the student, enlisting the parents help etc. All V.E.H. students were involved in guidance and evaluation activities which are described in the context of this report.

Vocational Appraisal Counselors Time:	1st Quarter	2nd Quarter	3rd Quarter
I. Consulting	15%	10%	30%
A. principals-counselors-teachers-parents			
B. A.R.D. Committee			
II. Counseling	50%	30%	30%
A. group			
B. individual			
III. Evaluating	15%	50%	30%
A. research			
B. testing			
IV. Inservice	15%	5%	5%
A. Voc. Ed./Sp. Ed. instructors			
B. counselors			
C. administrators			
V. Documenting-slides, writing, summarizing, ordering.	5%	5%	5%

NAME OF TEST Checklist or Inventory	COMPANY	ADDRESS	APPROX. COST PER STUDENT	APPROX. ADMIN. TIME	LEVEL	INDIVIDUAL OR GROUP	DESCRIPTION OF TEST
Social & Pre-vocational Information Battery	CTB/McGraw Hill	Del Monte Research Park, Monterry CA 93940	.36¢	Not timed but 15-25min. each of 9 tests. 3 sessions recommended	Intended for Junior High & High Sch. levels	Groups of at least 10	9 test battery designed to assess knowledge of certain skills and competencies regarded as important for the community adjustment of E.M.R. students.
What I like to do	S.R.A.	3300 Prodicence Midland, TX 79701	.25¢	Not timed administrator's judgment	Jr. High	Group	An inventory of students interests test can be viewed an an apportunity to express likes & preferences
S.T.S. Youth Inventory	Scholastic Testing Service	480 Meyer Rd. Bensenville, TX 60106	.20¢	Not timed can be administered easily within 45 min.	7-12	Group or Individual (recommended)	Needs and problems checklist designed for use with boys & girls 9-12.

NAME OF TEST Checklist or Inventory	COMPANY	ADDRESS	APPROX. COST PER STUDENT	APPROX. ADMIN. TIME	LEVEL	INDIVIDUAL OR GROUP	DESCRIPTION OF TEST
Wide Range Interest Opinion Test	Guidance Associates of Delaware Inc.	1526 Gilpin Ave. Wilmington, DE 19806	.23¢	40min. Individually 50-60 in groups	8th grade & High Sch.	Groups or Individually	Measure of interest & attitudes by taking an inventory of work interests by portraying a variety of human activities in pictures.
Minnesota Spatial Relations Test	American Guidance Service Inc.	Publishers Building Circle Pines N.M. 55014	Price of Test $230.00 non consumable	Approx. 20min.	High School	Individual	Measures accuracy and speed in discrimination of three-dimensional geometric shaper; performance test; helpful in evaluation of student performance in jobs requiring accurate perception & rapid manipulation

A JOB READINESS EVALUATION CHECK LIST*

Job Readiness Evaluation Check List Date Completed_____

Name_____ Social Security No._____
(Last) (First) (Middle)

Birthdate_____ Sex_____ Race_____ Telephone Number_____

Address_____
(Number) (Street) (City) (State) (Zip Code)

Parent(s) or Guardians (specify)_____

Form filled out by (teacher's name)_____

District_____ School_____

Current Status: Work Experience (if any) (including school):

_____ _____

_____ _____

_____

_____

Please check in the spaces the statement best describing the individual as compared with the typical educable retardate of his age.

_____

_____

	Well Above Average	Above Average	Average	Below Average	Well Below Average
Cooperation					
Effort					
Cautious-Safety Conscious					
Accuracy and Consistency in Following Directions					
Dependability: Promptness					
Independence					
Awareness of Time					
Emotional Control: Concentration					
Perseverance					
Steady rate and adaptability					
New task; two or more tasks at once					
Self Correction					
Accepting Constructive Criticism					

*John W. Kidd, Assistant Superintendent, Mental Retardation, Special School District of St. Louis County, Missouri.

Job Readiness Evaluation Check List - Page 2

	Well Above Average	Above Average	Average	Below Average	Well Below Average
Relationship with Others:					
Sociability					
Teamwork					
Challenged by competition					
Physical Stamina					
Verbalization-Self Expression					
Personal Appearance-Grooming					
Memory					
Manual Dexterity					
Choosing-Decision-making					
Speech					

*Describe

Vision: Seems normal without glasses_____; with glasses_____.
Seems to have vision problem *without glasses_____; with glasses_____

Motor Limitations:		Normal	Mild Limitation	Severe Limitation
A. Upper Extremities	Hands Right			
	Left			
	Arms Right			
	Left			
B. Lower Extremities	Feet Right			
	Left			
	Legs Right			
	Left			
	Hips Right			
	Left			

Other Physical Deviations:

Has he used public transportation alone? Yes___ No___; if No, do you think he is capable of doing so? Yes___ No___

Can he: read? Yes___No___; write his name? Yes___No___; write simple messages? Yes___No___; tell time? Yes___No___; make change? Yes___No___; do simple counting? Yes___No___; arrange alphabetically? Yes___No___; arrange serially by number? Yes___No___; tie knots and bows? Yes___No___; use a telephone? Yes___No___; use a ruler? Yes___No___, use a yardstick? Yes___No___; use weighing scales? Yes___No___; do simple cleaning? Yes___No___; do simple sorting as by ----------(continued)

*Specify nature

color or size? Yes____ No____; read simple guages and dials? Yes____ No____; locate or identify things by number, color, etc.? Yes____ No____; use simple hand carpentry tools: Yes____ No____; use simple hand sewing equipment? Yes____ No____

Does he adhere to acceptable standards of public behavior? Yes____ No____

Can he fill out an application blank properly? Yes____ No____

Is his vocational goal(s) realistic? Yes____ No____*
*If No, why?_____

_____

_____

Please note any specific way in which the home is supporting or hindering the program:

_____

_____

_____

PROJECT PHASE (CHECK ONE):

_____ Unit Evaluation	_____ Day work only
_____ Field Evaluation	_____ Placement
_____ Training Station	_____ Full Employment

SPECIFIC JOB TITLE: _____

NAME AND IDENTITY OF PERSON DOING THE REPORTING: _____ NAME: _____ (Last) (First) (Middle)

HOW LONG HAVE YOU KNOWN THIS CLIENT? _____ BIRTHDATE: _____ SEX: _____

DATE OF REPORT: _____ SOCIAL SECURITY NO. _____ TELEPHONE NO. _____

ADDRESS: _____ RACE: _____

PARENT (GUARDIAN): _____

ADDRESS (IF DIFFERENT): _____

RATING SCALE FOR VOCATIONAL PERFORMANCE (R.S.V.P.)

INSTRUCTIONS: Check only one rating for each item; feel free to comment about any item; make analysis based on general impression, try not to magnify one isolated instance, but rather, remarks of typical behavior are solicited.

I. JOB SKILLS

A. QUALITY: Measure of production. The work does not have to be done over and is done in an acceptable manner.

(Check one.) Comments:

_____ Work has to be done over often.
_____ Will do a good job sometime.
_____ Work occasionally needs repeating.
_____ Does a good job most of the time.
_____ Always or almost always does a good job.

B. QUANTITY: Completes maximum amount of assigned work within a given time period.

(Check one.) Comments:

_____ Leaves most of work unfinished.
_____ Will complete part of a task.
_____ Task is sometimes completed.
_____ Completes task most of the time.
_____ Work finished in specified time.

C. ABILITY TO PERFORM WITH SUPERVISION: Synonymous with dependability. Accuracy and consistency in following directions; able to follow through on directions given; stick-to-itiveness.

(Check one.) Comments:

_____ Very unreliable even with help.
_____ Generally unreliable.
_____ Reliable in some areas only.
_____ Generally reliable.
_____ Completely reliable in all areas.

D. ABILITY TO PERFORM WITHOUT SUPERVISION: Specifications same as above, but without supervision.

(Check one.) Comments:

_____ Cannot perform assigned task without supervision and encouragement.
_____ Cannot perform assigned task without supervision.
_____ Can complete only with help.
_____ Adequate completion without help.
_____ Initiates appropriate independent action.

Client's Name _____

Rater's Name _____

II. PERSONAL CHARACTERISTICS

A. APPEARANCE: Cleanliness of person; clothing clean, appropriate, neatly arranged; shoes tied and clean; hair groomed; appropriate make-up or clean shaven.

(Check one.) Comments:

_____ Below average on most of above criteria.
_____ Below average on one or more of above.
_____ Average.
_____ Above average on one or more of above.
_____ Above average on most criteria.

B. PERSONAL HABITS AND MANNERS: Manners, proper use of handkerchief, says "thank you," "pardon me," "please," and so forth at appropriate times. Does not interrupt others when they are talking. Does not use loud and/or profane language.

(Check one.) Comments:

_____ Below average on most criteria.
_____ Below average on one or more criteria.
_____ Average.
_____ Above average on one or more of above.
_____ Above average on most of above.

C. ATTITUDE: Shows interest in task assigned. Performs task with enthusiasm. Accepts direction and criticism. Makes very few or no undesirable comments. Demonstrates a sense of loyalty.

(Check one.) Comments:

_____ Below average on most criteria.
_____ Below average on one or more criteria.
_____ Average.
_____ Above average on one or more criteria.
_____ Above average on most criteria.

D. INDUSTRIOUS: Ability of client to stay with the assigned task; to work with a minimum of conversation, wandering and wasted time. Works spontaneously, with enthusiasm and initiative.

(Check one.) Comments:

_____ Wastes a great deal of time wandering about, usually engages in conversation. Lazy.
_____ Wastes time, frequently wanders about, engages in conversation.
_____ Performs tasks with some enthusiasm, wastes little time.
_____ Cooperative, shows willingness and zeal for job.
_____ Assumes responsibility for completion of tasks. Demonstrates initiative and interest.

Client's Name _____
Rater's Name _____

E. EFFORT. Works to best of ability, cooperative, applies self to the task at hand, interested.

(Check one.) Comments:

_____ Refuses to exert effort.
_____ Perfunctory effort; needs encouragement.
_____ Average in effort; effort varies with nature of the task.
_____ Above average in application of effort.
_____ Works to best of ability.

F. SELF-CRITICISM: Realistically views own ability to do task; can see own shortcomings; makes effort to improve.

(Check one.) Comments:

_____ Underestimates own inadequacies, boastful.
_____ Overestimates and overemphasizes own inadequacies, defeated attitude.
_____ Satisfied with poor, inadequate work.
_____ Recognizes failure or poor work.
_____ Attempts to deal with inadequacies in a realistic manner.

G. CRITICISM FROM OTHERS: Able to accept realistic criticism from peers as well as supervisors; reacts by attempts to improve. Interested in becoming better at job and in self-improvement.

(Check one.) Comments:

_____ Vigorously denies that criticism is warranted; belligerent.
_____ Poorly accepting. Generally denies that criticism is warranted.
_____ Average accepting. Usually profits from constructive criticism.
_____ Moderately accepting; attempts to comply with suggestions.
_____ Very accepting. Always attempts to comply.

III. TIMING

A. PUNCTUALITY. Arriving on time at work, leaving on time, quitting and returning promptly for breaks; being on time for appointments.

(Check one.) Comments:

_____ Very frequently late.
_____ Usually late.
_____ Occasionally late.
_____ Rarely late.
_____ Never late.

Client's Name _____

Rater's Name _____

B. ATTENDANCE. Per se.

(Check one.) Comments:

_____ Very frequently absent.
_____ Usually absent.
_____ Occasionally absent.
_____ Rarely absent.
_____ No absences.

C. MOBILITY Ability and willingness to get to work; ability to use public transportation if necessary; capable of arranging own mode of transportation to and from job.

1. PERSONAL INDEPENDENT MOBILITY:

(Check one.) Comments:

_____ Walks to work.
_____ Rides a bicycle to work.
_____ Rides a motor scooter to work.
_____ Can drive an automobile with driver in car.
_____ Has a driver's license.

2. USE OF PUBLIC TRANSPORTATION:

(Check one.) Comments:

_____ Unable to travel alone.
_____ Usually driven to/from work (family, taxi, etc.).
_____ Has no opportunity to use public transportation.
_____ Rides bus but cannot transfer.
_____ Rides bus, makes transfers without difficulty.

IV. INTERPERSONAL

A. SOCIAL SKILLS - PERSONAL: Personal characteristics which help the client to be more acceptable to fellow-workers.

(Check one.) Comments:

_____ Quarrelsome, belligerant.
_____ Tends to withdraw or keep to self.
_____ Appears ill at ease in the presence of others.
_____ Pleasant and friendly when approached by others.
_____ Pleasant, outgoing.

Client's Name _____

Rater's Name _____

B. WORKER-RELATIONSHIP. The ability to get along, fraternize, integrate, converse with fellow-workers. Characteristics of interpersonal nature between client and fellow-workers.

(Check one.) Comments:

_____ Has social problems with most, while not having close relationship with any.
_____ Mixes well with own select few, has open conflict with some, keeps entirely to self.
_____ Mixes well with own select few, does not bother others.
_____ Mixes well with all but a few.
_____ Mixes well with whole group.

C. SUPERVISOR-RELATIONSHIP: The ability to fraternize, converse, integrate with supervisors on a respectful plane.

(Check one.) Comments:

_____ Rejects supervisors completely; surely, unreasonable.
_____ Shows frequent hostility in relationships.
_____ Attitude variable, but somewhat positive.
_____ Attempts to be pleasant and cooperative, but areas of improvement obvious.
_____ Obeys directions pleasantly and to best of obvious ability.

D. COOPERATION - ATTITUDE: Obvious attitude in cooperation relationship. Ability to work with others, recognizes necessity of cooperation.

(Check one.) Comments:

_____ Refuses to cooperate.
_____ Performs reluctantly, only with pressure.
_____ Usually approaches task willingly.
_____ Readily attacks new problems.
_____ Works eagerly.

E. COOPERATION - PERFORMANCE: Gives evidence of ability to cooperate; works smoothly with others; generally able to perform as a member of a team effort.

(Check one.) Comments:

_____ Refuses to become involved in group projects.
_____ Becomes involved only with pressure.
_____ Cooperation varies with nature of the problem or task.
_____ Minimal degree of cooperation; cooperates with select few.
_____ Cooperates consistently and adequately.

Client's Name _____

Rater's Name _____

F. GENERAL ACTIVITY LEVEL. Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.

(Check one.) Comments:

_____ Apathetic, slow, disinterested attitude.
_____ Hyperactive, constantly moving, agitated; considerable fidgeting; unnecessary movement.
_____ Prefers quiet; only active as situation demands.
_____ Tempo of activity fairly constant.
_____ Tempo varies with nature of task (e.g., how low frustration tolerance; becomes active under pressure, etc.).

G. CALMNESS WITH CHANGE: Lack of excitability at changing of jobs, ability to accept changes in situation without becoming upset, being able to take directions, reprimands, suggestions without losing temper, or showing emotional outburst, or decrease in work production.

(Check one.) Comments:

_____ Generally in an excited, tense mood.
_____ Very easily excited.
_____ Generally shows calm attitude to situations.
_____ Calm in most situations.
_____ Realistically calm in all situations.

H. ATTENTION. The ability to respond completely to the one giving directions; the ability to center all of one's attention toward the director, or supervisor, or foreman.

(Check one.) Comments:

_____ Attention span so short as to be negligible.
_____ Difficult to get attention.
_____ Will pay attention if importance is stressed.
_____ Usually pays close attention, some improvement possible..
_____ Always pays close attention to work and directions.

V. GENERAL ESTIMATE OF CLIENT

A. RELATIONSHIP OF THIS CLIENT'S ABILITY TO THE TASK TO BE PERFORMED: Per se.

(Check one.) Comments:

_____ Shows no aptitude for task assigned.
_____ Unable to meet competitive requirements for the assigned task.
_____ Some ability to profit from training.
_____ Has good potential for tasks with additional training.
_____ Demonstrates knowledge of skills involved in the task.

Client's Name _____

Rater's Name _____

B. GENERAL COMMENTS.

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The R.S.V.P. was designed (and created) as a compilation based on the following information.

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Analysis of Job Requirements

Job Title:
Name of Firm:

			Description or Comments
1.	Computational Skills		
	A. Adding		
	B. Subtracting		
	C. Multiplying		
	D. Dividing		
	E. Simple fractions		
2.	Measurement Skills		
	A. Number recognition		
	B. Change making		
	C. Price evaluation		
	D. Use of measuring devices		
3.	Communication Skills		
	A. Reading		
	B. Writing		
	C. Talking		
	D. Following instructions		
	E. Use of telephone		
4.	Physical Demands		
	A. Lift, carry, push, pull		
	B. Walk, run, climb, balance		
	C. Stoop, kneel, crouch, crawl		
	D. Reach, handle, finger, feel		
	E. Stand, sit, turn		
	F. Talk, hear, see		
	G. Color vision, depth perception		
5.	Working Conditions		
	A. Extreme hot or cold		

B. Inside or outside			
C. Humid			
D. Wet or dry			
E. Dusty or dirty			
F. Noise			
G. Adequate lighting			
H. Adequate ventilation			
I. Fumes, odors, gases, mists			
J. Mechanical hazards			
K. Electrical hazards			
L. Explosives			
6. Manipulate			
A. Hand tools			
B. Machine tending			
C. Machine operation			
D. Machine set-up			
E. Hand work (sort, fold)			
F. Specific skills (welding)			
7. Special Conditions			
A. Tension (deadlines, piece rate)			
B. Distracting conditions			
C. Strenuous			
D. Training			
E. Responsibility			
8. Personal			
A. Reliable, prompt			
B. Appearance			
C. Supervision			
D. Safety (self, others)			
E. Work with others			

Fudell Test of Occupational Readiness

Student's Name _____ School _____

Teacher's Name _____ Date _____

How to answer these sentences:

Yes No Put a line under the word Yes if you think the sentence is right.

Yes No Put a line under the word No if you think the sentence is not right.

Yes No Teachers pay us a salary for going to school.

Yes No If we have a job and work hard we will make money.

Yes No 1. If you can not get along with your fellow workers you will lose your job.

Yes No 2. In order for you to get up early enough so you will be at work on time, it's up to your mother or family to wake you.

Yes No 3. A good worker finishes his work. He does not leave any left overs for some one else to finish.

Yes No 4. When you must be absent from work or school you do not have to call your teacher or boss.

Yes No 5. When you have finished some work you should sit down and rest.

Yes No 6. If your boss asks yo to work a little later to finish some work, tell him no.

Yes No 7. When you go for a job interview act like you are a sleepy person.

Yes No 8. If you have quit many jobs or been fired from many jobs it will be very hard for you to find a new job.

Yes No 9. Always say bad things about the business you work for.

Yes No 10. When you go for a job interview wear your Sunday clothes.

Yes No 11. When some people make fun of you, the best thing to do is to try and stay away from these people.

Yes No 12. A good worker is often absent from work and often late for work.

Yes No 13. Getting along with your fellow workers means that you must be nice to them, help each other in your work, and never start any fights.

Yes No 14. A good worker will never stay past quitting time to finish some work he can finish in a little while.

Yes No 15. When yo must work with people who make fun of you and you can not stay away from these people the best thing to do is not to answer them. Keep quiet.

Yes No 16. A willing worker is a lazy worker.

Yes No 17. If you are not sure how to do something on your job, do not find our, go ahead and do it.

Yes No 18. A good worker wants to be told how to do his work right if he is doing it wrong, and does not become angry when he is told how to do it.

Yes No 19. A good worker does a lot of resting. He waits for someone to tell him what to do all the time.

Yes No 20. A good worker is careful and he is a safe worker.

Yes No 21. To get a raise in salary means that you will be making less money.

Yes No 22. A good worker is on time every day is never late.

Yes No 23. You can learn good work habits in school and carry them over to a job.

Yes No 24. A good worker does as little as he can, and tries to do less work.

Yes No 25. You would like to work with a person who is always late.

Yes No 26. A boss hires you so he can make money from your work.

Yes No 27. If you are late for school you can get thrown out of school, if you are late for work your boss can keep you in after work

Yes No 28. A good worker always gives himself some extra time if he has to change clothes for his job so he will not be late.

Yes No 29. To get a raise in salary, sit around and keep sitting around.

CHECKLIST OF FACTORS WHICH MAY BE RELATED TO VOCATIONAL HANDICAPS

DOES THE DISABILITY CAUSE A LIMITATION
OR CONTRIBUTE TO A LIMITATION . . .?

Physical Functioning

____ Unrestricted body motion
____ Lifting, pushing, pulling
____ Carrying
____ Running, walking
____ Climbing, balancing
____ Stooping, kneeling, crouching
____ Brief/Extended standing
____ Brief/Extended sitting
____ Reaching, stretching
____ Manual dexterity
____ Finger dexterity
____ Talking, hearing, seeing
____ Mobility
____ Driving
____ Pain tolerance
____ Health stability
____ Work stamina

Work Skills

____ Marketable skills
____ Work experience
____ Work performance
____ Knowledge of job functions
____ Educational potential
____ Education/Work compatibility
____ Training potential
____ Career potential
____ Use of tools
____ Operation of machines

Work Behaviors

____ Punctuality at work
____ Attendance at work
____ Speed at work
____ Ability to retain employment
____ Work Stability
____ Extended periods of employment
____ Adequacy of transportation

Mental Skills

_____ Learning ability
_____ Ability to communicate
_____ Attentiveness/Concentration
_____ Intelligible speech
_____ Ability to listen
_____ Comprehension of verbal/ oral instructions
_____ Ability to follow detailed instructions
_____ Verbal skills
_____ Language skills
_____ Numerical skills
_____ Reading skills
_____ Writing skills
_____ Abstract reasoning
_____ Memory

Sensory Functioning

_____ Seeing
_____ Visual acuity
_____ Perceptual functioning
_____ Depth perception
_____ Eye-hand coordination
_____ Motor coordination
_____ Color discrimination
_____ Hearing
_____ Feeling, touching
_____ Mental alertness
_____ Space orientation

Personal Behaviors

_____ Thinking process
_____ Expression of emotions
_____ Ability to deal with conflict
_____ Mood level
_____ Activity level
_____ Acceptable attitudes

___ Work tolerance
___ Ability to handle money
___ Career development
___ Planning a caree
___ Goal-directedness
___ Relatability to supervisor
___ Relatability to co-workers
___ Adequate rest
___ Ability to stay at job site
___ Ability to complete task
___ Follows instructions
___ Ability to work independently

Interpersonal Behaviors

___ Ability to communicate
___ Listening skills
___ Attending skills
___ Observing Skills
___ Ability to respond
___ Questioning skills
___ Ability to understand
___ Maintaining eye contact
___ Assertiveness

Work Environment

___ Ability to work with others
___ Ability to work alone
___ Ability to work with noise/ fumes/dust/heat/outside/ inside
___ Ability to work with machines
___ Performance of speeded tasks
___ Ability to work with temperature change/ varios weather conditions
___ Architectural barriers
___ Ability to function in non-sheltered environment

Educational and Training

___ Available opportunities
___ Achievement
___ Learning ability
___ Study habits
___ Specific academic skills
___ Potential for further education

___ Ability to relate with others
___ Ability to correct mistakes
___ Act independently
___ Self- confidence
___ Self-esteem
___ Abiltiy to control depression
___ Reaction to stress
___ Ability to initiate action
___ Decision-making ability
___ Ability to function with supervision
___ Avoidance of conflict
___ Self-administration of medication
___ Willingness to change behavior
___ Willingness to accept correction
___ Ability to communicate problems
___ Self-care
___ Age

Social Environment

___ Community involvement
___ Alleviation of poverty
___ Family acceptance of disability
___ Community attitudes
___ Ethnic group factors
___ Cultural development
___ Acceptance within community
___ Social activity
___ Living arrangements

Job Seeking Skills

___ Ability to complete application alone
___ Willingness to find jobs
___ Talking effectively to prospective employer
___ Job interviewing skills
___ Resume preparation
___ Appropriateness of non-verbal expressions
___ Knowledge of job sources
___ Ability to follow-up on job referrals
___ Ability to use employment resources
___ Providing information on disability
___ Responding to interviewer
___ Control of feeling during interview
Ability to deal with initial failure

APPRAISAL OF ABILITIES

Name of Student: _____ Job Title: _____

Person Reporting: _____ Date: _____

ABILITIES	POSSESSED BY APPLICANT Yes	No	COMMENTS
1. Can perform simple arithmetic operations			
2. Can make change and understand money values.			
3. Able to read and understand numbers on rulers, gauges, and other simple devices.			
4. Can communicate orally.			
5. Can read labels, recipes, and instructions.			
6. Can write simple instructions or notations.			
7. Can manipulate appropriate tools safely.			
8. Can operate appropriate simple machines and apparatus.			
9. Adapts to change: a. With difficulty b. Moderately c. Easily			
10. Has good personal appearance, neat, clean, etc.			
11. Concentrates amid distractions.			
12. Maintains composure under tension.			
13. Works easily with people.			
14. Reliable, prompt and punctual. Follows an assignment through to completion.			
15. Able to meet and deal with the public.			
16. Able to work under close supervision.			
17. Able to work alone, with only general supervision			
18. Efficient in use of expendable supplies.			
19. Remembers more than one instruction at a time.			
20. Able to use telephone.			
21. Able to use telephone directory.			
22. Able to adjust socially to community.			
23. Has leisure time outlets.			
24. Knows and can use alphabet.			
25. Able to operate and/or service motor vehicles.			